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Question Booklet No

191270

SUBJECT : GENERAL ENGLISH

Roll No.

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Signature of the Candidate :

Maximum Marks : 200

Time Allowed : 3 Hours

(Use Blue and Black Ball point pen to fill up this cover page of the Question Booklet)

IMPORTANT INSTRUCTIONS

CANDIDATES SHOULD READ THE FOLLOWING INSTRUCTIONS CAREFULLY AND FILL ALL THE REQUIRED PARTICULARS BEFORE ANSWERING THE QUESTIONS :

1. The Question Booklet has seal pasted on it. Candidates should break open the seals only when they are asked to do so by the invigilator.
2. Immediately, after breaking the seal, candidates must check the completeness of the Question Booklet. If any discrepancy is found, immediately report to the invigilator for changing of the Question Booklet.
3. Candidates must take care while furnishing the required particulars at the appropriate places marked on the front page of both the Question Booklet and the Answer Booklet. Do not write anything in the spaces provided for office use.
4. Page(s) for Rough Work is provided at the end of the Question Booklet.
5. If any additional answer sheets are used, ensure that they are firmly tied and attached to the main Answer Booklet before submitting.
6. After the final bell, candidates must hand over the Answer Sheet to the invigilator before leaving the Examination Hall. They may take away the Question Booklet.
7. Use of mobile Phones, calculators and electronics gadgets are strictly prohibited.
8. Any misconduct or indiscipline in the examination hall/resorting to any form of unfair means/failure to follow the examination rules will result in Disciplinary action as deemed fit by the Commission.
9. The decision of the Commission on all examination matters is final.

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GENERAL ENGLISH**SECTION-I : GENERAL ESSAY (100 Marks)**

1. Write an ESSAY of about 1000 words on any **two** of the following topics :
(50×2=100)
- (i) Indian economy after COVID-19
 - (ii) Analyse the following statement in light of Article 19(1)(a) of the Indian Constitution i.e. Right to freedom of speech and expression
'Free and independent media are a cornerstone of democratic societies'
 - (iii) Critically analyse the efficacy of death penalty in deterring heinous crimes
 - (iv) Analyse the effect of Brexit, i.e. withdrawal of The United Kingdom from the European Union, on UK and EU
 - (v) Discuss the necessity of Article 371A for maintenance of peace and culture in Nagaland in the current conditions

SECTION-II : COMPREHENSION (80 Marks)

ALL QUESTIONS IN THE FOLLOWING SECTION CARRY ONE MARK EACH

2. Study the following passage and answer the questions that follow: (20×1=20)
- Tesla has become a household name as a leader and pioneer in the electric vehicle market, but it also manufactures and sells advanced battery and solar panel technology.
- As a tech pioneer with a significant interest in the race to build and market autonomous vehicles, it makes sense that today they would be deeply interested in artificial intelligence. However, it was only this month that the business's billionaire founder and CEO Elon Musk publicly announced it is working on its own AI hardware.
- This is definitely interesting if not exactly surprising. Musk after all has been outspoken in his views about AI. As well as revolutionising almost every aspect of society, he has warned that it will cause widespread job losses and possibly even start World War Three.
- He is also a co-founder of OpenAI, a research organization dedicated to ensuring that AI is developed and deployed in a safe, manageable way so as to minimize any existential risk robots may one day pose to humanity.
- Not many details have yet been made public about Tesla's new AI, though it is believed it will process the "thinking" algorithms for the company's Autopilot software which currently gives Tesla vehicles limited ("level 2") levels of autonomous driving capability. Musk has said that he believes his cars will be fully autonomous (level 5 autonomous) by 2019.

Tesla has been criticised by some for appearing over-eager to be first to bring autonomous cars onto the roads, in the light of what is being seen as the first fatal accident involving a car which was driving itself.

But as a business decision, it is hoping its pushy tactics will pay off, with experts concluding that the company has trumped its rivals in the data-gathering department. All the vehicles Tesla have ever sold were built with the potential to one day become self-driving, although this fact was not made public until 2014 when a free upgrade was rolled out. This means the company has had a lot more sensors out on the roads gathering data than most of its Detroit or Silicon Valley rivals, many of which are still at the concept stage. Having just launched its first mass-market car, the Model 3 with a price tag of \$35,000, the company is expecting the number of its vehicles on the road to increase by almost two thirds to around 650,000 in 2018 - and that's a lot of extra sensors.

In fact, all Tesla vehicles - whether or not they are Autopilot enabled - send data directly to the cloud. A problem with the engine operation meaning that components were occasionally overheating was diagnosed in 2014 by monitoring this data and every vehicle was automatically "repaired" by software patch thanks to this.

Tesla effectively crowdsources its data from all of its vehicles as well as their drivers, with internal as well as external sensors which can pick up information about a driver's hand placement on the instruments and how they are operating them. As well as helping Tesla to refine its systems, this data holds tremendous value in its own right. Researchers at McKinsey and Co estimate that the market for vehicle-gathered data will be worth \$750 billion a year by 2030.

The data is used to generate highly data-dense maps showing everything from the average increase in traffic speed over a stretch of road, to the location of hazards which cause drivers to take action. Machine learning in the cloud takes care of educating the entire fleet, while at an individual car level, edge computing decides what action the car needs to take right now. A third level of decision-making also exists, with cars able to form networks with other Tesla vehicles nearby in order to share local information and insights. In a near future scenario where autonomous cars are widespread, these networks will most likely also interface with cars from other manufacturers as well as other systems such as traffic cameras, road-based sensors or mobile phones.

Although details are scarce on the new AI technology that Tesla were creating, its current AI - driven by a partnership with hardware manufacturer Nvidia - is largely based on an unsupervised learning model of machine learning.

On its Facebook page, Nvidia state that "In contrast to the usual approach to operating self-driving cars, we did not programme any explicit object detection, mapping, path planning or control components into this car. Instead, the car learns on its own to create all necessary internal representations necessary to steer, simply by observing human drivers."

Whatever new tech it develops may veer away from this by stepping back into the more tested waters of supervised learning, where algorithms are trained beforehand about right or wrong decisions. However, it is possible that the theoretically greater gains achievable by truly unsupervised learning may keep them on this track.

Tesla has clearly always been a company which has put data collection and analysis at the heart of everything it does. It isn't just design and manufacturing either, with the company processing customer data with AI and even parsing its online forum for text insights into common problems. Whether this focus will lead to victory in the upcoming battle for supremacy of the autonomous car market remains to be seen, but it has certainly provided itself with a head start.

All the questions below have four answer options, write the option which is most appropriate.

2.1 In the passage, artificial intelligence refers to:

- (A) fake intelligence
- (B) car intelligence
- (C) Elon Musk's intelligence
- (D) machine intelligence

2.2 'As well as revolutionising almost every aspect of society...'

Here the word 'revolutionising' means

- (A) bringing radical change in society
- (B) causing revolt in society
- (C) causing revolution using cars
- (D) causing rift between different countries of the world

2.3 Elon Musk has warned the world about

- (A) Artificial intelligence
- (B) World economic recession
- (C) Autonomous vehicles
- (D) Wars between countries

- 2.4 Why does Elon Musk talk about AI resulting in job losses?
- (A) AI will lead to an economic recession throughout the world.
 - (B) AI will make humans redundant for a large number of jobs.
 - (C) AI will kill humans in Third World War.
 - (D) Elon Musk will fire a lot of people because of development of AI.
- 2.5 OpenAI, a research organization, is dedicated to ensuring that
- (A) AI makes robots whose work can be developed and deployed for the safety of humanity.
 - (B) AI is deployed in a safe environment, not attacked by viruses.
 - (C) AI does not pose any existential risk to humanity.
 - (D) AI is developed in a safe environment.
- 2.6 Tesla has been criticised by some for
- (A) appearing over-eager, as patience is an important virtue.
 - (B) the cars manufactured by Tesla causing fatal accidents on roads.
 - (C) the heavy investment he has made in manufacturing autonomous cars.
 - (D) being deeply invested to be first to bring autonomous cars in the market.
- 2.7 Company's Autopilot software gives the vehicles
- (A) autonomous driving capability
 - (B) auto-flight capability.
 - (C) capability to be automatically "repaired" by software patch.
 - (D) capability to automatically educate the entire fleet.
- 2.8 'A problem with the engine operation meaning that components were occasionally overheating was diagnosed in 2014 by monitoring this data and every vehicle was automatically "repaired" by software patch thanks to this.'
- Which of the following inferences, made from the above statement in the passage, is incorrect?
- (A) Here, 'this data' refers to the data collected from the sensors in the cars.
 - (B) To repair the problem, every car was made autonomous.
 - (C) A set of changes were made to the computer program running the cars.
 - (D) Here, 'thanks to this' refers to the data saved on the cloud.

- 2.9 According to the passage, which of the following is not one of the decision making levels in the currently running autonomous cars?
- (A) Cloud updates the learning of the entire fleet.
 - (B) Edge computing decides what action individual car needs in the current situation.
 - (C) Forming networks with other Tesla vehicles nearby in order to share local information and insights.
 - (D) Networks interface with cars from other manufacturers as well as other systems such as traffic cameras, road-based sensors or mobile phones.
- 2.10 According to the passage, 'an unsupervised learning model of machine learning' means:
- (A) Algorithms running the car are trained beforehand about right or wrong decisions.
 - (B) the car creates all necessary internal representations necessary to steer the car on its own, simply by observing human drivers.
 - (C) programming explicit object detection, mapping, path planning or control components into this car.
 - (D) the car programme is not watched over by the cloud.
- 2.11 Choose a word from the passage which is closest in meaning to the phrase 'obtain (information or input into a particular task or project) by enlisting the services of a large number of people, either paid or unpaid, typically via the Internet'.
- (A) crowdsource
 - (B) fleet
 - (C) widespread
 - (D) mapping
- 2.12 Which of the following does Tesla not manufacture?
- (A) electric vehicles
 - (B) advanced battery
 - (C) solar panel technology
 - (D) hybrid cars
- 2.13 According to the passage, which of the following is not one of the possible consequences of AI?
- (A) widespread job losses
 - (B) extensive unemployment
 - (C) extensive war among nations of the world
 - (D) job market boom

- 2.14 'It is hoping its pushy tactics will pay off'
 Here, in the passage, what does 'pay off' mean?
 (A) Its tactics will lead to a pay raise for all its employees.
 (B) Its tactics will make its rivals pay for their rivalry.
 (C) Its tactics will give it quick results.
 (D) Its tactics will lead to paying off of all its debts.
- 2.15 'Machine learning in the cloud takes care of educating the entire fleet'
 Here, in the passage, what does 'fleet' refer to?
 (A) Fleet of drivers (B) Fleet of cars
 (C) Fleet of robots (D) Fleet of employees
- 2.16 'Instead, the car learns on its own to create all necessary internal representations necessary to steer, simply by observing human drivers.'
 How does the car observe human drivers?
 (A) The car has been equipped with eyes and ears.
 (B) The car comes with a robot which programs it according to the driver's hand placement on the instruments and how they are operating them.
 (C) The car has internal as well as external sensors which can pick up information about a driver's hand placement on the instruments and how they are operating them.
 (D) The car has AI which sees and hears the driver's actions.
- 2.17 Choose a word from the passage which is closest in meaning to the phrase 'surpass (something) by saying or doing something better'.
 (A) pioneer (B) tactic
 (C) trump (D) steer
- 2.18 Choose a word or phrase from the passage which is closest in meaning to the phrase 'a person or thing competing with another for the same objective or for superiority in the same field of activity'.
 (A) Rival (B) World War
 (C) Revolutionize (D) Pushy

- 2.19 In the context of the passage, meaning of the word 'cloud' is
- (A) a visible mass of condensed watery vapour floating in the atmosphere
 - (B) a state or cause of gloom, suspicion, trouble, or worry.
 - (C) servers that are accessed over the Internet, and the software and databases that run on those servers.
 - (D) centralized engine operating software of the car.
- 2.20 In the context of the passage, which word from the passage is closest in meaning to the phrase 'analyse (a string or text) into logical syntactic components'?
- (A) Algorithm
 - (B) Parsing
 - (C) Autonomous
 - (D) Interface

3. Study the following passage and answer the questions that follow: (20×1=20)

Rabindranath Tagore (1861-1941), Asia's first Nobel Laureate, was born into a prominent Calcutta family known for its socio-religious and cultural innovations during the 19th Bengal Renaissance. The tremendous excitement and cultural richness of his family permitted young Rabindranath to absorb and learn subconsciously at his own pace, giving him a dynamic open model of education, which he later tried to recreate in his school at Santiniketan. Not surprisingly, he found his outside formal schooling to be inferior and boring and, after a brief exposure to several schools, he refused to attend school. The only degrees he ever received were honorary ones bestowed late in life.

He realized in a profound manner the importance of the arts for developing empathy and sensitivity, and the necessity for an intimate relationship with one's cultural and natural environment. In participating in the cosmopolitan activities of the family, he came to reject narrowness in general, and in particular, any form of narrowness that separated human being from human being. He saw education as a vehicle for appreciating the richest aspects of other cultures, while maintaining one's own cultural specificity. As he wrote:

"I was brought up in an atmosphere of aspiration, aspiration for the expansion of the human spirit. We in our home sought freedom of power in our language, freedom of imagination in our literature, freedom of soul in our religious creeds and that of mind in our social environment. Such an opportunity has given me confidence in the power of education which is one with life and only which can give us real freedom, the

highest that is claimed for man, his freedom of moral communion in the human world.... I try to assert in my words and works that education has its only meaning and object in freedom-freedom from ignorance about the laws of the universe, and freedom from passion and prejudice in our communication with the human world. In my institution I have attempted to create an atmosphere of naturalness in our relationship with strangers, and the spirit of hospitality which is the first virtue in men that made civilization possible." (Rabindranath Tagore 1929: 73-74)

Key ideas

In general, he envisioned an education that was deeply rooted in one's immediate surroundings but connected to the cultures of the wider world, predicated upon pleasurable learning and individualized to the personality of the child. He felt that a curriculum should revolve organically around nature with classes held in the open air under the trees to provide for a spontaneous appreciation of the fluidity of the plant and animal kingdoms, and seasonal changes. Children sat on hand-woven mats beneath the trees, which they were allowed to climb and run beneath between classes. Nature walks and excursions were a part of the curriculum and students were encouraged to follow the life cycles of insects, birds and plants. Class schedules were made flexible to allow for shifts in the weather or special attention to natural phenomena, and seasonal festivals were created for the children by Tagore. In an essay entitled "A Poet's School," he emphasizes the importance of an empathetic sense of interconnectedness with the surrounding world:

We have come to this world to accept it, not merely to know it. We may become powerful by knowledge, but we attain fullness by sympathy. The highest education is that which does not merely give us information but makes our life in harmony with all existence. But we find that this education of sympathy is not only systematically ignored in schools, but it is severely repressed. From our very childhood habits are formed and knowledge is imparted in such a manner that our life is weaned away from nature and our mind and the world are set in opposition from the beginning of our days. Thus the greatest of educations for which we came prepared is neglected, and we are made to lose our world to find a bagful of information instead. We rob the child of his earth to teach him geography, of language to teach him grammar. His hunger is for the Epic, but he is supplied with chronicles of facts and dates...Child-nature protests against such calamity with all its power of suffering, subdued at last into silence by punishment. (Rabindranath Tagore, *Personality*, 1917: 116-17)

In Tagore's philosophy of education, the aesthetic development of the senses was as important as the intellectual-if not more so-and music, literature, art, dance and drama were given great prominence in the daily life of the school.

In terms of curriculum, he advocated a different emphasis in teaching. Rather than studying national cultures for the wars won and cultural dominance imposed, he advocated a teaching system that analysed history and culture for the progress that had been made in breaking down social and religious barriers. Such an approach emphasized the innovations that had been made in integrating individuals of diverse backgrounds into a larger framework, and in devising the economic policies which emphasized social justice and narrowed the gap between rich and poor. Art would be studied for its role in furthering the aesthetic imagination and expressing universal themes.

It should be noted that Rabindranath in his own person was a living icon of the type of mutuality and creative exchange that he advocated. His vision of culture was not a static one, but one that advocated new cultural fusions, and he fought for a world where multiple voices were encouraged to interact with one another and to reconcile differences within an overriding commitment to peace and mutual interconnectedness. His generous personality and his striving to break down barriers of all sorts gives us a model for the way multiculturalism can exist within a single human personality, and the type of individual which the educational process should be aspiring towards.

Tagore's educational efforts were ground-breaking in many areas. He was one of the first in India to argue for a humane educational system that was in touch with the environment and aimed at overall development of the personality. Santiniketan became a model for vernacular instruction and the development of Bengali textbooks; as well, it offered one of the earliest coeducational programs in South Asia. The establishment of Visva-Bharati and Santiniketan led to pioneering efforts in many directions, including models for distinctively Indian higher education and mass education, as well as pan-Asian and global cultural exchange.

It was his poetic vision that enabled him to fashion a scheme of education which was all inclusive, and to devise a unique program for education in nature and creative self-expression in a learning climate congenial to global cultural exchange.

All the questions below have four answer options, write the option which is most appropriate.

- 3.1 Which of the following was not one of the features of the model of education facilitated at his home?
- | | |
|--------------------------|---------------|
| (A) Democracy | (B) Autocracy |
| (C) Learning at own pace | (D) Dynamic |

- 3.2 'He saw education as a vehicle for appreciating the richest aspects of other cultures, while maintaining one's own cultural specificity.' Which aspect of Rabindranath's philosophy can be seen in this statement?
- (A) Ethnocentrism (B) Nationalism
(C) Xenocentrism (D) Multiculturalism
- 3.3 When he rejected narrowness, he was referring to the narrowness of
- (A) physical being (B) physical space
(C) thought (D) expression
- 3.4 According to Tagore, arts were important
- (A) for developing empathy and sensitivity.
(B) for an intimate relationship with one's cultural and natural environment.
(C) for developing empathy and an intimate relationship with one's cultural and natural environment.
(D) for developing sympathy and an intimate relationship with one's cultural and natural environment.
- 3.5 According to the passage, what kind of education is one with life?
- (A) Which is passionate and prejudiced in our communication with the human world.
(B) Which is ignorant about the laws of the universe
(C) Which can lead to real freedom of human's mind, body and soul
(D) Which is rooted in the power of language and social environment
- 3.6 Tagore advocated an education that
- (A) was uniform for all the cultures of the wider world.
(B) rooted one out of one's immediate surroundings.
(C) was suited to the individual personality of the child.
(D) was based on the 'pleasure principle'.

- 3.7 Why did the children of Tagore's school sit on hand-woven mats beneath the trees?
- (A) The children were poor and he wanted to bridge the school-home divide.
 - (B) He wanted the students to study in communion with nature.
 - (C) His school had shortage of funds.
 - (D) He wanted the students to learn to bear physical hardships to make them stronger.
- 3.8 The highest education for Tagore is
- (A) which gives us information
 - (B) which gives us knowledge
 - (C) which makes our life in harmony with all existence.
 - (D) which gives us information and makes our life in harmony with all existence.
- 3.9 In Tagore's philosophy of education, music, literature, art, dance and drama
- (A) did not hold much prominence.
 - (B) were important for the aesthetic development of the senses.
 - (C) were important for the intellectual development of the students.
 - (D) were not as prominent as intellectual domains.
- 3.10 'Child-nature protests against such calamity with all its power of suffering'
Which calamity is being talked about here?
- (A) Education of sympathy
 - (B) Losing the world to find a bagful of information instead.
 - (C) Hunger for the epic
 - (D) Teaching child Geography and Language.
- 3.11 Which of the following was not an area of emphasis in Tagore's curriculum?
- (A) Studying national cultures for the wars won
 - (B) Studying national cultures for cultural dominance imposed
 - (C) Analyzing history and culture for the progress that had been made in breaking down social and religious barriers.
 - (D) Analyzing history and culture for the progress that had been made in creating new social and religious roles.

3.12 'Art would be studied for its role in furthering the aesthetic imagination and expressing universal themes.'

Here, 'universal' refers to

- (A) Drawings of universe.
- (B) Drawings of people from all round the world.
- (C) Drawings of artists from all round the world.
- (D) Drawings on topics which are ubiquitous.

3.13 'His vision of culture was not a static one.'

What does this mean?

- (A) Culture is not state specific.
- (B) Culture is not country specific.
- (C) Culture is universal.
- (D) Culture is dynamic.

3.14 How did Santiniketan become a model for vernacular instruction?

- (A) It propounded the use of Bengali textbooks for instruction.
- (B) It propounded the use of a common textbook throughout the country.
- (C) It propounded the use of local language for instruction.
- (D) It propounded the use of National Language for instruction.

3.15 What does Humane education system mean?

- (A) Education which nurtures compassion and respect for living beings.
- (B) Education which nurtures compassion and respect for the poor and needy.
- (C) Education which nurtures compassion and respect for elderly.
- (D) Education which nurtures compassion and respect for living beings and the environment.

3.16 In the context of the passage, which word from the passage is closest in meaning to the phrase 'a factual written account of important or historical events in the order of their occurrence'?

- (A) Cosmopolitan
- (B) Chronicle
- (C) Geography
- (D) Aesthetic

- 3.17 Find a word in the passage the meaning of which is closest to 'conferred as an honour, without the usual requirements or functions'.
- (A) Honorary (B) Laureate
(C) Communion (D) Predicate
- 3.18 In the context of the passage, which word from the passage is opposite in meaning to the word 'disagreeable'?
- (A) Barrier (B) Congenial
(C) Profound (D) Freedom
- 3.19 Which of the following statements about Tagore's philosophy of education is not true?
- (A) His scheme of education was all inclusive.
(B) His educational process aspired for the existence of multiculturalism within a single human personality.
(C) In his philosophy of education, the aesthetic development of the senses was as important as the intellectual.
(D) The highest education was that which gave us information.
- 3.20 Find a word in the passage the meaning of which is closest to 'friendly and generous reception and entertainment of guests, visitors, or strangers'.
- (A) Empathy (B) Hospitality
(C) Congenial (D) Sympathy

4. Study the following passage and answer the questions that follow : (20×1=20)

THE current political turmoil had me thinking about the ability of democratic governments to act effectively, primarily being effective guardians of their people and economy. Increasingly, it seems that people across the globe are sceptical of democratic governments to act effectively.

Democracy is a strong and emotive concept. It has sparked debate and discussions since its first inception in ancient Greece, right through to its modern conception of "western liberal democracy". Today, it has become the predominant form of government around the world, and indeed, countries go to war to defend the values and principles that it enshrines.

Like every government system, democracy has positive and negative effects on society. It is common knowledge that democracy began in Athens, sometime around 500BC. The word "democracy" itself was derived from the Greek word "demos", which means "people" and "kratos", which means "power". "Democracy" is thus "power of the people". The ancient Athenians practised a form of democracy known as "direct democracy". Citizens of the city-state were allowed to speak in the legislative assembly, and also to vote on laws and public business. However, women, foreigners and slaves were excluded from this process.

Most modern democracies these days practise a form of democracy known as "representative democracy". Citizens do not directly dictate and decide on laws and public policies, but have a say by electing representatives into public office.

But whether it is direct democracy, or representative democracy, the basic premise remains the same: that citizens in a state have a say and an interest in how the country is run. The government that governs the country, to quote Abraham Lincoln, is a "government of the people, by the people and for the people". It is therefore important in a democracy that citizens be allowed to express themselves and speak out about affairs of the state. Freedom of speech and expression is an essential feature of a democratic state.

A democratic society must have diversity in thought and opinion. A democratic government must realise that criticism and condemnation are part and parcel of democracy, and tolerate dissent and opposition.

Within many countries, a representative democratic government puts an unneeded strain on the economy for funding where money could be used elsewhere. In the end, a democracy doesn't seek out what is best for all citizens but simply does what the majority wants.

For a democratic government to work there are many changes that will need to be made for it to be the best form of government. First of all, in a democratic government, the majority has the power to overthrow a minority. Throughout history there have been many examples of such occurrences.

For instance, in Germany in 1933, Hitler and his National Socialist Party were voted in by the majority. From here, Hitler then incorporated his power into the Nazi dictatorship with his strong sense of racism and plans for world domination. During this time, Hitler authored *Mein Kampf*. The book was an autobiography and an exposition of his ideology about racial purity.

Secondly, in some countries, a democratic government seems to be increasingly about money. Throughout the past 10 years, the United States is an obvious example where millions are spent on elections with big events and advertising campaigns. This is not what democracy is about and it discourages countries from moving along the path towards democracy.

In the United States, democracy plays a role of being a hypocrite itself as it undermines the very idea of democracy. Democracy isn't when money is involved to the extent that it is in the US. Therefore, when mass amounts of money is involved, it becomes elitist and corporatist because only the elite and rich businessmen can afford to fund the campaigns for Congress let alone for the presidency. In many minds, the millions of dollars used to advertise elections are a clear waste of money seeing as there are many other ways to run a country, such as autocracies that avoid this immense expense by avoiding elections.

Thirdly, in many points in history and today, countries have been led by representative democracies. In a representative democracy, an elected leader is chosen to run the country with the best interest of all citizens. With the world not being perfect, it's simply impossible for an elected leader to take into consideration every idea from every citizen. Therefore, the government doesn't seek out what is best for all citizens but simply does what the majority wants. V for Vendetta, a graphic novel written by Alan Moore, sends this strong message to its readers. It warns them of how apathy and idleness can allow a government to strip rights and freedoms from under a person's nose.

For a democratic government to work successfully its leaders have to listen to the majority while taking into account the feelings and lives of the minority. Every citizen would be involved in government and would take a strong interest in the way government works. There would be elected citizens who would be monitored to make sure that no one part of government has more power than another. From here, all citizens would be heard and they would have full satisfaction in the way the government was being run.

For example, the comparison between the US democratic government and the Cuban Communist government shows many differences. In Cuba, a communist government has free education and healthcare which provides the citizens with a proper education which over time, helps provide money.

With Cuba not being one of the wealthiest countries in the world, it's hard to believe that it is sixth out of 108 countries for the lowest rate of poverty.

In conclusion, a democratic government has negative aspects and can be a defective way to run a country.

Democracy always leaves a potential danger of a poor elected leader such as Hitler to cause danger to society, unneeded economic strain by poor funding, and poor involvement of all citizens on ideas on how to run a country successfully. Throughout history and in our future, a democracy will never be permanent due to the fact every democratic system has its flaws and doesn't cover the demands of all citizens leaving them in a sense of poor security.

All the questions below have four answer options, write the option which is most appropriate.

- 4.1 Why are people across the globe sceptical of democratic governments to act effectively?
- (A) Democracy is an outdated form of governance with its first inception in ancient Greece.
 - (B) Democracy leads to wars between countries.
 - (C) Democracy leads to political turmoil in countries.
 - (D) Ability of democratic governments being effective guardians of their people and economy is under doubt.
- 4.2 'Today, it has become the predominant form of government around the world.' Which of the following statements can be correctly inferred from this statement of the passage?
- (A) Most of the countries today, have democratic form of government.
 - (B) Democracy is preferred by a large number of people.
 - (C) Democratic governments have dominated the world.
 - (D) Democratic governments have predominantly ruled the world.
- 4.3 Why do countries go to war for democracy?
- (A) To defend the principles of their culture.
 - (B) To defend the values their countries stand for.
 - (C) To defend the principles that democracy lays down.
 - (D) To defend their principal boundaries.

- 4.4 Which of the following is a positive effect of democracy on society?
- (A) A representative democratic government puts an unneeded strain on the economy for funding where money could be used elsewhere.
 - (B) Citizens in a democratic country have a say and an interest in how the country is run.
 - (C) A democracy doesn't seek out what is best for all citizens but simply does what the majority wants.
 - (D) A representative democratic government has limited involvement of all citizens on ideas on how to run a country successfully
- 4.5 Which of the following is not a basic tenet of a 'direct democracy' but was followed in Athens?
- (A) Foreigners are not allowed to vote on laws and public business.
 - (B) Citizens of the city-state are allowed to speak in the legislative assembly.
 - (C) Citizens are allowed to vote on laws and public business.
 - (D) Women are not allowed to speak in the legislative assembly.
- 4.6 Which of the following statements about the democratic countries is not true?
- (A) Most modern democracies these days practise a form of democracy known as "representative democracy".
 - (B) Most of the countries these days consider 'direct democracy' as a better alternative to 'representative democracy'.
 - (C) Citizens do not directly dictate and decide on laws and public policies.
 - (D) Citizens have a say in the law making process by electing representatives into public office.
- 4.7 Which of the following is not a feature of the government that governs the country, according to Abraham Lincoln?
- (A) government of the people
 - (B) government by the people
 - (C) government for the people
 - (D) government against the people

- 4.8 Which of the following is not an essential feature of a democratic state?
- (A) Toleration of dissent and opposition
 - (B) Freedom of speech and expression
 - (C) Diversity in thought and opinion
 - (D) Seeking out what the majority wants
- 4.9 For a democratic government to be the best form of government, we need,
- (A) the majority to have the power to overthrow a minority.
 - (B) a democratic government to be increasingly about money.
 - (C) the government seeking out what is best for all citizens.
 - (D) the government seeking out what the majority wants.
- 4.10 For a democratic government to work successfully
- (A) its leaders have to listen to the minority while taking into account the feelings and lives of the majority.
 - (B) majority of citizens should be involved in government.
 - (C) majority of citizens should take a strong interest in the way government works.
 - (D) elected citizens should be monitored to make sure that no one part of government has more power than another.
- 4.11 Hitler is an example of
- (A) a leader voted in by the minority.
 - (B) a minority overthrowing the majority.
 - (C) a poor elected leader.
 - (D) a leader of the masses.
- 4.12 Which of the following statements about 'Mein Kampf' is not true?
- (A) Hitler authored 'Mein Kampf.'
 - (B) 'Mein Kampf' was a political treatise.
 - (C) 'Mein Kampf' was an autobiography.
 - (D) 'Mein Kampf' was an exposition of Hitler's ideology about purity of all races.

- 4.13 "Democracy" is
- (A) government where power resides with the people.
 - (B) government of powerful people.
 - (C) government for powerful people.
 - (D) government where power is taken away from the people.
- 4.14 In the United States, how does democracy play a role of being a hypocrite itself?
- (A) As there are large amounts of money involved in campaigns and conducting elections.
 - (B) It stands against a particular group of people who are elitist.
 - (C) It stands against a particular group of people who are corporatist.
 - (D) It gives mass amounts of money to the masses.
- 4.15 What strong message does 'V for Vendetta', a graphic novel written by Alan Moore, send to its readers?
- (A) A democratic government works for the welfare of all citizens.
 - (B) A democratic government has its advantages and disadvantages.
 - (C) How indifference of a government takes away freedoms from its citizens.
 - (D) How apathy of a government leads to stripping of economic institutions.
- 4.16 Which of the following statements about Cuba is not true?
- (A) It has a communist government.
 - (B) It provides free education to its people.
 - (C) It provides free healthcare to its people.
 - (D) It provides money to its people.
- 4.17 Find a word in the passage the meaning of which is closest to 'a previous statement or proposition from which another is inferred or follows as a conclusion'.
- (A) Exposition
 - (B) Premise
 - (C) Ideology
 - (D) Vendetta

4.18 In the context of the passage, which word from the passage is opposite in meaning to the word 'convinced'?

- (A) Inception (B) Sceptical
(C) Vendetta (D) Apathy

4.19 Find a word in the passage the meaning of which is closest to 'a state of great disturbance, confusion, or uncertainty'.

- (A) Dictatorship (B) Autocracy
(C) Turmoil (D) Graphic

4.20 According to the passage, it is hard to believe that

- (A) Cuba is the wealthiest country in the world.
(B) Cuba is not one of the wealthiest countries in the world.
(C) It is sixth out of 108 countries for the lowest rate of poverty.
(D) Cuba has no poverty.

5. Study the following passage and answer the questions that follow: (20×1=20)

The human cost of terrorism has been felt in virtually every corner of the globe. The United Nations family has itself suffered tragic human loss as a result of violent terrorist acts. The attack on its offices in Baghdad on 19 August 2003 claimed the lives of the Special Representative of the Secretary-General, Sergio Vieira de Mello, and 21 other men and women, and injured over 150 others, some very seriously.

Terrorism clearly has a very real and direct impact on human rights, with devastating consequences for the enjoyment of the right to life, liberty and physical integrity of victims. In addition to these individual costs, terrorism can destabilize Governments, undermine civil society, jeopardize peace and security, and threaten social and economic development. All of these also have a real impact on the enjoyment of human rights. Security of the individual is a basic human right and the protection of individuals is, accordingly, a fundamental obligation of Government. States therefore have an obligation to ensure the human rights of their nationals and others by taking positive measures to protect them against the threat of terrorist acts and bringing the perpetrators of such acts to justice.

In recent years, however, the measures adopted by States to counter terrorism have themselves often posed serious challenges to human rights and the rule of law.

Some States have engaged in torture and other ill-treatment to counter terrorism, while the legal and practical safeguards available to prevent torture, such as regular and independent monitoring of detention centres, have often been disregarded. Other States have returned persons suspected of engaging in terrorist activities to countries where they face a real risk of torture or other serious human rights abuse, thereby violating the international legal obligation of non-refoulement. The independence of the judiciary has been undermined, in some places, while the use of exceptional courts to try civilians has had an impact on the effectiveness of regular court systems. Repressive measures have been used to stifle the voices of human rights defenders, journalists, minorities, indigenous groups and civil society. Resources normally allocated to social programmes and development assistance have been diverted to the security sector, affecting the economic, social and cultural rights of many. These practices, particularly when taken together, have a corrosive effect on the rule of law, good governance and human rights. They are also counterproductive to national and international efforts to combat terrorism.

Respect for human rights and the rule of law must be the bedrock of the global fight against terrorism. This requires the development of national counter-terrorism strategies that seek to prevent acts of terrorism, prosecute those responsible for such criminal acts, and promote and protect human rights and the rule of law. It implies measures to address the conditions conducive to the spread of terrorism, including the lack of rule of law and violations of human rights, ethnic, national and religious discrimination, political exclusion, and socio-economic marginalization; to foster the active participation and leadership of civil society; to condemn human rights violations, prohibit them in national law, promptly investigate and prosecute them, and prevent them; and to give due attention to the rights of victims of human rights violations, for instance through restitution and compensation.

This Fact Sheet has been prepared with the aim of strengthening understanding of the complex and multifaceted relationship between human rights and terrorism. It identifies some of the critical human rights issues raised in the context of terrorism and highlights the relevant human rights principles and standards which must be respected at all times and in particular in the context of counter-terrorism. It is addressed to State authorities, national and international nongovernmental organizations (NGOs), national human rights institutions, legal practitioners and individuals concerned with ensuring the protection and promotion of human rights in the context of terrorism and counterterrorism. Specifically, the Fact Sheet is intended to:

- Raise awareness of the impact of terrorism and counter-terrorism on the enjoyment of all human rights;

- Provide a practical tool for practitioners dealing with terrorism, counter-terrorism measures and human rights;
- Provide guidance on ensuring compliance with human rights when countering terrorism;
- Illustrate specific human rights challenges in countering terrorism.

Human rights are universal values and legal guarantees that protect individuals and groups against actions and omissions primarily by State agents that interfere with fundamental freedoms, entitlements and human dignity. The full spectrum of human rights involves respect for, and protection and fulfilment of, civil, cultural, economic, political and social rights, as well as the right to development. Human rights are universal-in other words, they belong inherently to all human beings-and are interdependent and indivisible.

Human rights law obliges States, primarily, to do certain things and prevents them from doing others. States have a duty to respect, protect and fulfil human rights. Respect for human rights primarily involves not interfering with their enjoyment. Protection is focused on taking positive steps to ensure that others do not interfere with the enjoyment of rights. The fulfilment of human rights requires States to adopt appropriate measures, including legislative, judicial, administrative or educative measures, in order to fulfil their legal obligations. A State party may be found responsible for interference by private persons or entities in the enjoyment of human rights if it has failed to exercise due diligence in protecting against such acts. For example, under the International Covenant on Civil and Political Rights, State parties have an obligation to take positive measures to ensure that private persons or entities do not inflict torture or cruel, inhuman or degrading treatment or punishment on others within their power. Human rights law also places a responsibility on States to provide effective remedies in the event of violations.

All the questions below have four answer options, write the option which is most appropriate.

- 5.1 'The human cost of terrorism has been felt in virtually every corner of the globe.' What does 'human cost' mean here?
- (A) death of wealthy people
 - (B) loss of human life
 - (C) loss of property and wealth of people
 - (D) cost of terrorist training

- 5.2 Which of the following is not one of the direct impacts of Terrorism on human rights?
- (A) The right to life (B) Right to liberty
(C) Physical integrity of victims. (D) The right to vote
- 5.3 According to the passage, which of the following is a fundamental obligation of Government?
- (A) social and economic development
(B) physical integrity of terrorists
(C) stabilize Governments
(D) protection of individuals
- 5.4 How have the measures adopted by States, in recent years, to counter terrorism themselves often posed serious challenges to human rights and the rule of law?
- (A) Some States have engaged in regular and independent monitoring of detention centres.
(B) Some States have legal and practical safeguards available to prevent torture.
(C) Some States have engaged in torture and other ill-treatment to counter terrorism.
(D) Some states have independence of the judiciary.
- 5.5 How are the countries violating the international legal obligation of non-refoulement?
- (A) By returning persons suspected of engaging in terrorist activities to countries where they face a real risk of torture or other serious human rights abuse.
(B) By returning persons suspected of engaging in terrorist activities to their native countries.
(C) By returning terrorists to their terrorist organizations.
(D) By sending persons suspected of engaging in terrorist activities to detention centres.

- 5.6 Which of the following practices being followed to combat terrorism do not have a corrosive effect on the rule of law, good governance and human rights?
- (A) Repressive measures to stifle the voices of human rights defenders, journalists, minorities, indigenous groups and civil society.
 - (B) Measures to stifle the propaganda strategies of persons suspected of engaging in terrorist activities.
 - (C) Diverting resources normally allocated to social programmes and development assistance to the security sector.
 - (D) Undermining independence of the judiciary
- 5.7 What must be the bedrock of the global fight against terrorism?
- (A) Optimum resource management.
 - (B) Respect for human rights and the rule of law.
 - (C) Respect for rights of terrorists.
 - (D) Bringing terrorists back to their homeland.
- 5.8 What kind of national counter-terrorism strategies need to be developed?
- (A) Prosecute every criminal act.
 - (B) Prosecute every criminal act while promoting the rule of law.
 - (C) Prosecute every criminal act while promoting human rights and the rule of law.
 - (D) Prosecute those responsible for terrorist acts while promoting human rights and the rule of law.
- 5.9 Which of the following conditions is conducive to the spread of terrorism?
- (A) Inviolability of human rights
 - (B) Ethnic, national and religious discrimination
 - (C) Socio-economic promotion
 - (D) Social and political emancipation

- 5.10 Which of the following is not one of the agencies concerned with ensuring the protection and promotion of human rights in the context of terrorism and counter-terrorism?
- (A) State authorities
 - (B) National and international nongovernmental organizations (NGOs),
 - (C) National human rights institutions
 - (D) UNICEF
- 5.11 According to the passage, the Fact Sheet is intended to
- (A) Raise awareness of the importance of terrorism and counter-terrorism for the enjoyment of all human rights.
 - (B) Provide weaponry for practitioners dealing with terrorism, counter-terrorism measures and human rights.
 - (C) Provide guidance on ensuring compliance with human rights when countering terrorism.
 - (D) Illustrate specific human rights challenges in cooperating with terrorism.
- 5.12 Human rights are universal. It means
- (A) they belong essentially to all human beings.
 - (B) they belong selectively to all human beings.
 - (C) they belong sporadically to all human beings.
 - (D) they belong intermittently to all human beings.
- 5.13 Respect for human rights primarily involves
- (A) not interfering with enjoyment of individuals.
 - (B) not interfering with entertainment of individuals.
 - (C) not interfering with enjoyment of groups as a whole.
 - (D) not interfering with the enjoyment of rights.

- 5.14 Under the International Covenant on Civil and Political Rights, State parties have an obligation to take positive measures to ensure that
- (A) private persons or entities do not inflict torture or cruel, inhuman or degrading treatment or punishment on others within their power.
 - (B) state does not inflict torture or cruel, inhuman or degrading treatment or punishment on others within their power.
 - (C) International agencies do not inflict torture or cruel, inhuman or degrading treatment or punishment on others within their power.
 - (D) private persons or entities, state and international agencies do not inflict torture or cruel, inhuman or degrading treatment or punishment on others within their power.
- 5.15 The fulfilment of human rights requires States to adopt appropriate measures to fulfil their legal obligations, including
- (A) Legislative
 - (B) Judicial
 - (C) Administrative
 - (D) Legislative, Judicial and Administrative
- 5.16 Find a word/phrase in the passage the meaning of which is closest to 'recompense for injury or loss'.
- (A) Prosecution
 - (B) Restitution
 - (C) Legislative
 - (D) non-refoulement
- 5.17 Find a word/phrase in the passage the meaning of which is closest to 'the practice of not forcing refugees or asylum seekers to return to a country in which they are liable to be subjected to persecution'.
- (A) Non-refoulement
 - (B) Detention centres
 - (C) Compensation
 - (D) Restitution

- 5.18 Find a word/phrase in the passage the meaning of which is closest to 'suppress or restrain'.
- (A) Stifle (B) Violate
(C) Obligation (D) Corrosive
- 5.19 In the context of the passage, which word from the passage is opposite in meaning to the word 'liberal'?
- (A) Counterproductive (B) Repressive
(C) Marginalization (D) Complex
- 5.20 Find a word/phrase in the passage the meaning of which is closest to 'a wide range'.
- (A) Spectrum (B) Universal
(C) Covenant (D) Remedies

SECTION-III : GRAMMAR (20 MARKS)

ALL QUESTIONS IN THE FOLLOWING SECTION CARRY ONE MARK EACH.

Directions (Q.Nos. 6 to 8) From the choices given below choose the appropriate forms of the verbs to complete the following sentences.

6. After I _____ my Ph.D., I _____ to look for a Research Project.
- (A) have passed, begin (B) passed, will begin
(C) had passed, began (D) had passed, will begin
7. If I _____ (be) you, I _____ (forgive) him for his betrayal.
- (A) was, would have forgiven (B) were, would have forgiven
(C) had been, would forgive (D) were, would forgive
8. When my mother _____ (come), I _____ (exercise) for two hours.
- (A) comes, would be exercising
(B) came, had been exercising
(C) comes, would have been exercising
(D) came, will have been exercising

Directions (Q.Nos. 9 to 11) The following sentence contains an idiom (which is underlined). Pick the correct meaning of the Idiom from the choices given below.

9. The Railway Ministry is working on some fool-proof plan to do away with waiting list of train tickets.
 (A) To eliminate (B) To complete the work
 (C) To adjust with (D) To improve performance
10. Burning the Midnight Oil at the office with your team isn't the only way to earn a quick promotion.
 (A) To go to the oilfield at midnight
 (B) To work till late in the night
 (C) To have candlelight dinners
 (D) To make others work till late in the night
11. Aru held a grudge against her manager for a long time, but she finally decided to let bygones be bygones.
 (A) To leave the workplace forever
 (B) To make amends
 (C) To forget about unpleasant things that happened in the past
 (D) To teach them a lesson

Directions (Q.Nos. 12 to 15) In the following questions, a sentence is divided into four parts, mark the part that has an error.

12. (A) A person of dignity (B) would
 (C) rather starve (D) thenbeg.
13. (A) On being enquired (B) by the teacher Arihant denied
 (C) having broken (D) the window pain.
14. (A) You have to submit (B) an affidavit
 (C) for a new passport (D) in lieu for the lost one.
15. (A) Between captain (B) and major,
 (C) the later (D) is the higher rank.

Directions (Q.Nos. 16 to 17) Use the correct phrase in the following sentences:

16. I _____ my aunt and helped her in baking a cake for uncle's birthday.
 (A) called on (B) called for
 (C) called in (D) call up
17. He _____ as a rich businessman.
 (A) passed himself off (B) passed himself over
 (C) passed himself for (D) passed himself of

Directions (Q.Nos. 18 to 19) From the choices given below choose the appropriate degree of adjective to complete the following sentences.

18. Everyone knows you came to the class _____ than me.
 (A) more late (B) later
 (C) latter (D) latest
19. You are _____ than intelligent.
 (A) wise (B) wiser
 (C) wisest (D) more wise

Directions (Q.Nos. 20 to 22) Choose the correct spelling of the word out of the choices given below.

20. (A) Acomodate (B) Accomodate
 (C) Accommodate (D) Acommodate
21. (A) Diafram (B) Daiphragm
 (C) Diaphragm (D) Diaphram
22. (A) Imertion (B) Emmersion
 (C) Immersion (D) Imersion

Directions (Q.Nos. 23 to 25) Report the following :

23. I said to him, "May you prosper in life!"
- (A) I wished that he might prosper in life.
 - (B) I told him that he would prosper in life.
 - (C) I told him that he may prosper in life.
 - (D) I wished that he may prosper in life.
24. God helps those who help themselves.
- (A) God helps those who are helped by themselves.
 - (B) Those who help themselves are helped by God.
 - (C) Those who are helped by God are the ones who help themselves.
 - (D) Who help themselves are those who are helped by God.
25. Teacher said to Ram, "Haven't you done your homework? Stand up and leave the class at once."
- (A) The teacher asked Ram if he hadn't done his homework and ordered him to stand up and leave the class at once.
 - (B) The teacher asked Ram if he hadn't done his homework and said him to stand up and leave the class at once.
 - (C) The teacher told Ram if he hadn't done his homework and ordered him to stand up and leave the class at once.
 - (D) The teacher asked Ram if he didn't do his homework and ordered him to stand up and leave the class at once.